

## Comparative Study Of Semi-Intensive And Intensive Toefl Class At ITB

Caroline V Katemba ,Margaretha Limbong

linakatemba@gmail.com

Universitas Advent Indonesia

### Abstract

The objective of this study is to find out the answer of the question: "Is there any difference in the achievement of the students who take the Intensive TOEFL class and the one who take the Semi Intensive TOEFL class?" The participants were 68 young adult enrolled at Institut Teknologi Bandung (ITB) in the academic year 2008/2009. There are 45 participants in the Semi Intensive TOEFL class and 23 participants in the Intensive TOEFL class. The result is The mean gain score of Semi Intensive TOEFL class was 9.63 with a standard deviation of 7.36 while the Intensive TOEFL class was 9.07 with a standard deviation of 7.75. The paired samples of t-test on the gain scores of Semi Intensive TOEFL class and Intensive TOEFL class resulted in a t-counted value of 1.92 at a significant different  $\alpha = 0.05$  which is less than t-table value of 2. Thus, it may be concluded from the main gain that Semi Intensive TOEFL class achieved better improvement in English proficiency test than Intensive TOEFL class.

Keywords: TOEFL, TOEIC, IELTS

### 1. INTRODUCTION

English is a global language used by most of countries around the world. Including Indonesian and it is considered as a foreign language or lingua franca. English is very important to fulfill the demand in various areas in this era of globalization such as, education, culture, and manufactory.

Lougheed (2007) stated that "TOEFL stands for Test Of English as a Foreign Language. The TOEFL was introduced in the 1960ies by ETS (Educational Testing Services). The **TOEFL test** measures English language proficiency in these three disciplines: reading, listening and writing.

The statement of the problem is **there any significant difference in the achievement of students who take the Semi Intensive TOEFL Class and students who take the Intensive TOEFL Class?**

The research took place in Institut Teknologi Bandung (ITB) for her research, because ITB has TOEFL in Unit Pelaksana Teknis (UPT) Pusat bahasa. ITB is the best university in Bandung. The researcher took two classes in Unit Pelaksana Teknis (UPT)

Pusat bahasa. They are Semi-Intensive TOEFL Class and Intensive TOEFL Class. The two classes are not English major students. They participated in 180 hours (for Intensive TOEFL Class) and 120 hours (for Semi-Intensive TOEFL class), to increase their score in post-test from pre-test. There are 68 participants, 45 participants in SemiIntensive TOEFL class and 23 participants in Intensive TOEFL class.

The hypothesis proposed is as follows: two classes in UPT Pusat Bahasa, they are Semi Intensive TOEFL Class and Intensive TOEFL Class.

$H_0$ : If there is no significant difference in the improvement of Intensive TOEFL score of the student (180 hours) and Semi Intensive TOEFL score of the student (120 hours) before and after the treatment, the null hypothesis is accepted.

$H_a$ : If there is a difference in the improvement of Intensive TOEFL score (180 hours) and Semi Intensive TOEFL score (120 hours) before and after the treatment, the alternative hypothesis is accepted. If t-counted < t-table =  $H_0$  is accepted and  $H_a$  is rejected If t-counted > t-table =  $H_a$  is accepted and  $H_0$  is rejected

The study conducted at ITB campus, Bandung. Students got pre-test before the treatment is conducted, and then students got post-test in the last semester. ITB is a state university composed of 7 different major fields and 5 different schools, so totally there are 12 faculties. English subject is required 2 credits only in the curriculum, but they are required to pass EPT (English Proficiency Test) with a score of 75 is equivalent to 475 TOEFL score.

## 2. BACKGROUND TOEFL

**Gear and Gear** (2006) said that TOEFL is an examination produced and administered by the Educational Testing Service (ETS), to evaluate a nonnative English speaker's proficiency in the English language.

**Baroi** (2009) in the Seminar of Language Teaching said that Since 1963, the TOEFL has been used in several sectors such as (1) government scholarship selection, (2) universities, and agencies such as Fulbright, the Agency for International Development, and Latin American Scholarship Programs as a standard measure of the English proficiency of their candidates and (3) some professional licensing and certification also use TOEFL scores to evaluate English proficiency.

## IELTS

**Director of International University of Technology Sydney** (2009) said that the International English Language Testing System (IELTS) is an International test of English proficiency which is available in almost 300 centers for IELTS worldwide . The IELTS has four fundamental English skills; they are Listening, Reading, Speaking and Writing. The IELTS test is also accepted as an English language proficiency test for immigration and membership of some professional bodies. There are two different procedures were carried out 1) Pre-test: It was administered on the first meeting in the new semester. 2) Treatment: The treatment

modules for the Reading and Writing sections of the tests are Academic Module and General Training Module.

## TOEIC

**Lougheed** (2004) stated that "The Test of English as an International Communication (TOEIC) is a standardized test. This test will be given to non-native English speakers by corporations and government agencies for recruiting new hires and educational institutional establishing placement in English classes"

## 3. METHODOLOGY

### 3.1. Respondents

University students are selected as the respondents. They were students between the ages of 19 to 27 who took the class. They were studying at ITB. The respondents were not English major students, with different academic background, culture, and different socio economics status; the students lived in campus and off campus. The respondents were separated into two classes, in SemiIntensive TOEFL class, and Intensive TOEFL class. Students in the SemiIntensive TOEFL class met every Monday, Tuesday, and Thursday from 9 am to 12 am. Students in the Intensive TOEFL class met every Monday, Tuesday, Wednesday, Thursday, and Friday from 1.30 pm to 4.30 pm.

### 3.2. Instrument

The instrument that the researcher used in gathering data from UPT Bahasa is the English Proficiency Test which was designed to measure the English language proficiency of a level in two classes the Semi Intensive TOEFL and Intensive TOEFL Class.

### 3.3. Data Collection

In gathering the data, the following was done by the UPT Pusat Bahasa instructors at ITB. They were discussed about rules in TOEFL, the simple test, theory, and

explanation about TOEFL. Professional teachers or instructors chosen by the UPT Pusat Bahasa to handle both classes. The respondents got 180 hours in Intensive TOEFL Class and 120 hours in Semi-Intensive TOEFL Class. 3) Post-test. It was administered on the last meeting at the end of the semester after the respondents had completed the TOEFL class. The purpose of the posttest was to evaluate whether there was any significant difference in the improvement of English language proficiency of the respondents who took the TOEFL class in the given time.

#### Data Analysis Procedure

$H_0: \mu_A > \mu_B$

Where the achievement of the students taking the Semi-Intensive TOEFL class is lesser

than the students taking the Intensive TOEFL class.

$H_a: \mu_A \leq \mu_B$

Where the achievement of the students taking the Semi-Intensive TOEFL class higher than the students taking the Intensive TOEFL class.

#### 4. PRESENTATION AND ANALYSIS OF DATA

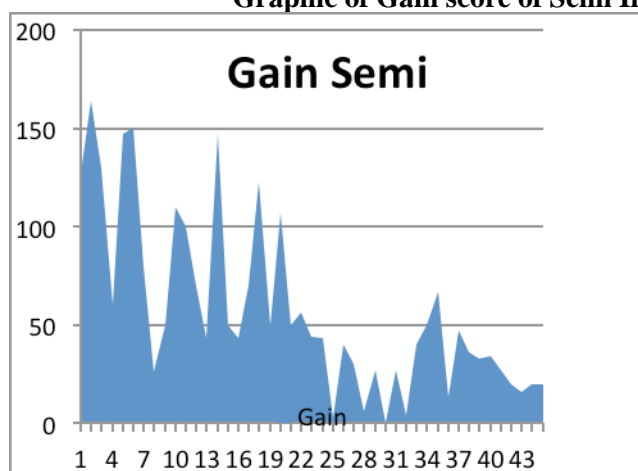
The UPT Pusat Bahasa administered a pre-test and post-test. The pre-test was administered to all respondents before they went to the treatment. All 68 respondents took two different treatments, 45 respondents took Semi-Intensive TOEFL Class in 120 hours, and 23 respondents took Intensive TOEFL Class in 180 hours. The perfect score in TOEFL is 677.

**Mean gain of the Semi Intensive and the Intensive TOEFL Class**

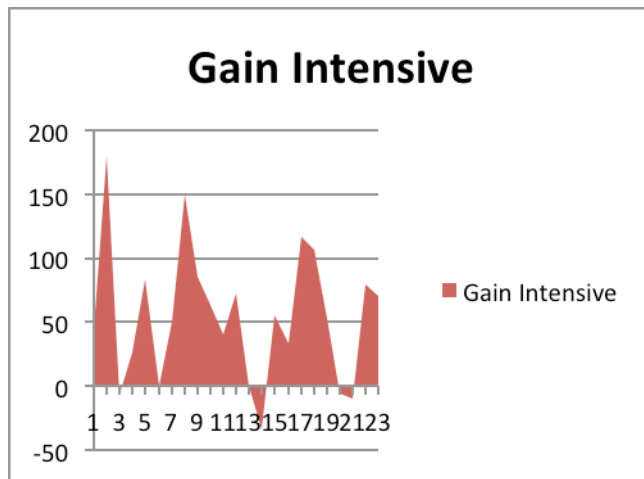
Semi Intensive TOEFL Class				Semi Intensive TOEFL Class			
No.	Pre-test	Post-test	Gain	No.	Pre-test	Post-test	Gain
1	313	440	127	28	497	503	6
2	363	527	164	29	500	527	27
3	390	520	130	30	500	500	0
4	393	453	60	31	500	527	27
5	403	550	147	32	503	507	4
6	403	553	150	33	510	550	40
7	407	487	80	34	530	580	50
8	407	433	26	35	533	600	67
9	413	463	50	36	540	553	13
10	420	530	110	37	543	590	47
11	427	527	100	38	547	583	36
12	433	503	70	39	550	583	33
13	450	493	43	40	553	587	34
14	450	597	147	41	563	590	27
15	457	507	50	42	567	587	20
16	457	500	43	43	567	583	16
17	457	527	70	44	570	590	20
18	460	583	123	45	570	590	20
19	470	520	50				
20	473	580	107	Mean			57.78
21	477	527	50				Sd
22	477	533	56				
23	483	527	44				
24	487	530	43				
25	490	493	3				

26	490	530	<b>40</b>
27	490	520	<b>30</b>
<b>Intensive TOEFL Class</b>			
<b>No.</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Gain</b>
1	483	527	<b>44</b>
2	400	580	<b>180</b>
3	460	453	<b>-7</b>
4	557	583	<b>26</b>
5	443	527	<b>84</b>
6	500	500	<b>0</b>
7	457	507	<b>50</b>
8	447	597	<b>150</b>
9	407	493	<b>86</b>
10	440	503	<b>63</b>
11	487	527	<b>40</b>
12	457	530	<b>73</b>
13	463	463	<b>0</b>
14	467	433	<b>-34</b>
15	433	487	<b>55</b>
16	520	553	<b>33</b>
17	433	550	<b>117</b>
18	483	590	<b>107</b>
19	467	520	<b>53</b>
20	533	527	<b>-6</b>
21	450	440	<b>-10</b>
22	423	503	<b>80</b>
23	457	527	<b>70</b>
<b>Mean</b>			<b>54.52</b>
<b>Sd</b>			<b>15.85</b>

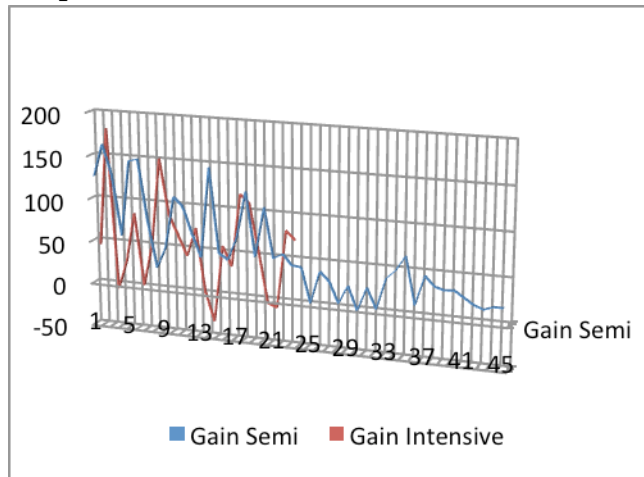
**Graphic of Gain score of Semi Intensive TOEFL Class**



**Graphic of Gain score of Intensive TOEFL Class**



**Graphic of Gain score of Semi Intensive TOEFL Class and Intensive TOEFL Class.**



**Paired sample statistics**

		Mean	n	Std. Deviation	Std. error Mean
Paired 1	Semi Intensive	57.78	45	10.84	1.1102
	Intensive	54.52	23	15.85	1.1679

**Paired Samples T-test**

	Mean	Sd	SEM	Df	T-counted	T-table
Semi Intensive Gain-Intensive	9.443627	56.1611	6.912951	66	1.92	2

The mean gain of Semi Intensive TOEFL class and Intensive TOEFL class has a  $t_{\text{counted}}$  value, 1.92 is lesser than the  $t_{\text{table}}$  value, 2. The result is  $H_0$  or the null hypothesis is accepted and  $H_a$  or the alternative hypothesis is rejected. It means that there is no significant difference in the improvement of Intensive TOEFL score of the student (180 hours) and Semi Intensive TOEFL score of the student (120 hours) before and after the treatment.

## 5. SUMMARY, CONCLUSION AND RECOMMENDATION

This study effort to answer the question: is there any significant difference in the achievement of the students who take Intensive TOEFL Class and students who take SemiIntensive TOEFL Class?

This study took place during the second semester of the academic year 2008/2009 at the Institut Teknologi Bandung. 68 respondents between the ages 19- 29 participated in this study. Out of the 68 respondents, 45 respondents take the Semi-Intensive TOEFL Class for 120 hours. The other 23 participants take the Intensive TOEFL Class for 180 hours.

The research hypothesis ( $H_a$ ) of this study is: "There is a difference in the improvement of Intensive TOEFL score (180 hours) and Semi Intensive TOEFL score (120 hours) before and after the treatment." The null hypothesis ( $H_0$ ) is: there is no significant difference in the improvement of Intensive TOEFL score of the student (180 hours) and Semi Intensive TOEFL score of the student (120 hours) before and after the treatment.

The instrument of researcher was the English Test designed by the UPT Pusat bahasa of ITB. At the start of the semester in August 2008, after that the respondents took TOEFL classes in an amount of hour (120 hours and 180 hours), then a post-test was administered in October 2008.

### 5.1. CONCLUSION

1. The analyzed statistical results confirm the hypothesis that there is no

significant difference between Semi Intensive TOEFL class and Intensive TOEFL class for the amount of hours.

2. Semi Intensive TOEFL class has better improvement than Intensive TOEFL class in gain score. The gain score of the Semi Intensive TOEFL class is 57.78 and the gain score of the Intensive TOEFL class is 54.48.

3. Both classes receive the same lessons, and the Intensive TOEFL class only repeated the same things in an extra 60 hours.

4. UNAI does not need to add the amount of hours in the TOEFL class, because the standard time is enough to give TOEFL lesson.

### 5.2. RECOMMENDATION

It is recommended that further studies in achievement be conducted between respondents of Intensive TOEFL class and respondents of Semi Intensive TOEFL class either at ITB or other English courses.

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